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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How we organise ourselves   1. **Central Idea**   **People in a community organise themselves by assuming different roles, setting up places, and allocating resources to generate well-being to all its members.**  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy:** Performance assessment  **Tool:** Rubric  **Prompt:** Working in a small group, think of a problem in which they could become involved in the community, and whom this would adversely affect. Making use of many of the people and places of the community, find a solution to the problem.  The children present the problem and solution in the way of their choice e.g. role play, model, drawings, writing.  Examples of problems: noise pollution, neighbours’ dogs defecating in public areas, littering, letting dog off the leash, annoying children, dirty swimming pool, misuse of swimming pool, etc.  **Evidence:**  Who is affected  What I can do  Who can help me   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A | B | C | D | | Identify appropriate community helpers and their roles | Identifies first and second option of community helpers justifying their choices. | Identifies appropriate community helper justifying their choice. | Identifies appropriate community helper taking into account their role. | Does not identify appropriate community helper. | | Identify appropriate places and / or resources and their uses | Identifies first and second option of place and / or resource justifying their choices. | Identifies appropriate place and / or resource justifying their choice. | Identifies appropriate place and / or resource taking into account its uses. | Does not identify appropriate place and / or resource. | | Provide coherent solution to problem | Provides original and coherent solution to problem. | Provides coherent solution to problem. | Provides clear solution to problem. | Provides incoherent or no solution to problem. | |

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| **Class/Grade:** First | PYP Planner |
| **Age Group:** 6-7 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2011-2012 | |
| **Teachers:**Ana Lucía Dávalos, Elaine Escobar, Aura María Caicedo, Carmen Cabal, Angela Osorio, Ben Pattenden, Maritza Pérez, Miguel Vargas, Teresa Velásquez, Adriana Yepes | |
| **Proposed Duration:**  12th January to 10thFebruary 2011 ( 5 weeks) | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * RESPONSIBILITY, CONNECTION (Role) * RESPONSIBILITY, CAUSATION (Resource) * CONNECTION, CAUSATION (Location) * CONNECTION (Community) | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other. * An inquiry into how the appropriate use of places and resources within a community helps to keep them available to all its members. * An inquiry into how neighbourhoods can have different resources and members depending on their location. | |
| What teacher questions/provocations will drive these inquiries?  **Teacher Questions**   * What different places do we use in our communities? * What are appropriate ways to behave in a community? * Who helps in our communities? How can we be of assistance to them?   **Provocations**   * Children watch a video of various community situations involving different people and places. The teachers prepare the video. The situations are: Parking responsibly (Maritza), appropriate use of swimming pool (Nena), dogs defecating (Vicky), noise pollution (Elaine), rubbish disposal (Ana Lucía), inappropriate use of river (Angela). Discuss the content of the videos, what problems and solutions are presented. | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  **Knowledge: People’s role and their effect on their neighborhood, The appropriate use of places and resources shared by the community, The physical characteristics of a neighborhood.**  ¿Cómo es tu vecindario? ¿Quiénes ayudan en tu vecindario? ¿Tú cómo ayudas en tu vecindario?  Los niños dan su respuesta por escrito.  **Strategy:** Open-ended task  **Tool:** Anecdotal record  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other.**  The children choose a community helper and give a presentation on their roles. They candress up as the member if they wish and bring the tools the helper uses.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children accurately identify the people who are involved in a neighbourhood and their roles.  **An inquiry into how the appropriate use of places and resources withina community helps to keep them available to all its members.**  Children create a web map to show appropriate uses of one place or resource which the community shares, and then go on to describe how this place or resource can be preserved for future use.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children suggest uses of the place or resource they have been assigned which allow it to be appropriately shared with the community.  **An inquiry into how neighbourhoods can have different physical characteristics depending on their location.**  Children draw their neighbourhood including a range of physical characteristics of their neighbourhood.  **Strategy:** Open-ended task  **Tool:** Rubric  **Evidence:** Children represent a number of different physical characteristics which are relevant to their own neighbourhood. | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Research**   * The children inquire into the physical characteristics of different neighbourhoods, and the places to be found in these, by observing and reading posters. * The children inquire into the roles of different community members by reading books on them.   **Interviews / presentations by experts**   * The children inquire into the roles of different community members by listening and asking questions to: Armando Medina (police officer), Juan Molinari (baker), Margy& Carlos Sánchez (dentists) and Juan Carlos (security guard). * The children inquire into community members and their roles by interviewing a member of their own community.   **Field trips**   * The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichinche (army camp). * The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.   **Sharing information & experiences**   * The children inquire into community members and their roles by sharing their observations from the Batallón Pichinche, playing tingo-tango. * The children inquire into community members, their roles, and how they show each other respect by observing photos of community helpers at action and discussing them. * The children inquire into the different physical characteristics of neighbourhoods and the different resources they have by comparing their own neighbourhoods to that of the Batallón Pichinche. * The children inquire into how respect is shown to community members by sharing and discussing how they treat members of their own communities. * The children inquire into resources shared by the community and appropriate use of these by discussing positive and negative ways in which these resources may be used.   **Experiments & hands-on activities**   * The children inquire into the places, resources and members of a neighbourhood community by creating a ‘map’ of a community incorporating different places and members.   **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  Social: Cooperating  - The children work in groups to create and implement their performance assessment.  - The children ask community members how they should behave in order to cooperate with those members.  Communication:Viewing  - The children view different posters depicting the places of different neighbourhoods.  - The children view pictorial representations of neighbourhoods.  Self-management:Codes of behaviour  - The children discuss how to demonstrate respect for different community members.  - The children inquire into the different roles that different members of a community have.  Research:Observing  - The children observe different neighbourhood community members and places during the field trip.  **Learner Profile**  Principled:  The children inquire into how they can use neighbourhood resources appropriately and treat its members with respect.  Caring:  The children inquire into the roles of different community members thereby gaining a better understanding of what they do, and how one can act in order to be caring towards them.  **Attitudes**  Tolerance: The children inquire into the different members of a community and their roles, thereby gaining an understanding of how one can be tolerant of their roles and needs.  Empathy:The children inquire into the different members of a community and their roles, thereby gaining empathy with what these members need to do.  Cooperation:The children inquire into the different members of a community and their roles, and the resources of a neighbourhood, thereby gaining and understanding of how one can cooperate with community members and cooperate by using neighbourhood resources and places appropriately. |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **People:**Armando Medina (police officer), Juan Molinari (baker), Margy & Carlos Sánchez (dentists), Juan Carlos (security guard), people who work in children’s homes (e.g. maid, gardener, driver), people who work in children’s neighbourhoods (e.g. doorman, cleaner), children’s neighbours.  **Places:**Batallón Pichinche: army camp which is a microcosm of all of the places of a neighbourhood (shop, bakery, bank, recreative area, security etc).  **Audio-visual materials:** Video of teachers performing for provocation, Powerpoint presentations used by experts.  **Bibliography:** see annex  **Computer software:** Powerpoint presentation which contains information on different neighbourhood helpers’ roles |

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| **6. To what extent did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  During the summative assessment most of the children were able to think of problems in the community and identify what resources and people were necessary to solve them. Children showed enthusiasm when performing a community helper by bringing props and posters about their duties and responsibilities.  Children were able to identify an organization inside a Battalion and how this benefits to that community.  Based on the experts´ visit children were able to report how each of them contribute to the well-being of the community. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  -Model, during the unit development, the different ways they are going to be performing their summative, in order to have a better application and further impact in the community.  -Have more support from the Drama teacher, (supporting the inquiry) for them to have all the performing skills they might need if they chose role-playing. |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Children understood some characteristics about how human beings organize themselves in a community by assuming different roles and offering different abilities, they showed this when they represented different members in a community mentioning what they could offer to the organization.  -The students in Red First started building and roleplaying during playing time in the mornings, pretending a neighbourhood with their Legos. They played different roles and showed understanding of the community organization. Juan José Martinez led this activity. |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**  *Develop an understanding of the concepts identified in “What do we want to learn?”*  FUNCTION (Role): The children inquire into the roles of different community members by listening and asking questions to Armando Medina (police officer), Juan Molinari (baker), Margy& Carlos Sánchez (dentists) and Juan Carlos (security guard).  The children inquire into community members and their roles by interviewing a member of their own community.  RESPONSIBILITY (Resource): The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichincha (army camp).  The children inquire into resources shared by the community and appropriate use of these by discussing positive and negative ways in which these resources may be used.  CONNECTION (Location): The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichincha (army camp).  The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.  CONNECTION (Community): The children inquire into how the community is organized, what different places and resources it has and how these need to be used appropriately by visiting the Batallón Pichinche (army camp).  The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.  The children inquire into how respect is shown to community members by sharing and discussing how they treat members of their own communities.  The children inquire into the places, resources and members of a neighbourhood community by creating a ‘map’ of a community incorporating different places and members.  *Demonstrate the learning and application of particular transdisciplinary skills?*  ***Social*:**  Cooperating: when they planned their summative assessment.  ***Communication*:**  Viewing:when they observed and shared posters related to the organization in a community, also they interpreted and analyzed community maps.  ***Self-management*:**  Codes of behaviour: following the rules and agreements to apply during the field trips.  ***Research*:**  Observing:The children inquire into the different places to be found in a neighbourhood and the different members to be found working in it, by going on a bus tour of Ciudad Jardín neighbourhood.  *Develop particular attributes of the learner profile and/or attitudes?*  ***Profile***  **Principled:** Children assumed the responsibility when performing a community helper in order to solve a chosen problem.  **Caring:** they showed compassion and respect towards the needs and feelings of the community helpers.  ***Attitudes***  **Tolerance and Empathy:** When planning the performance assessment children imagined themselves in the role of the community helper involved in the situation they planned in order to understand their reasoning, they were responsive about the needs in a community.  **Cooperation:** |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  The children were interested to know about the different roles different community members have – we inquired into this.  **Effective teacher questions/provocations:**  The provocation activity was highly engaging for the children and served as a point of reference throughout the unit.  **What student–initiated actions arose from the learning?**  -The students in Red First started building and roleplaying during playing time in the mornings, pretending a neighbourhood with their Legos. They played different roles and showed understanding of the community organization. Juan José Martinez led this activity. |

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| **9. Teacher notes** |
| * The Central Idea was changed from “The people and places of a community provide resources, assume different roles and have different uses, which contribute to its well-being” to “People in a community organise themselves by assuming different roles, setting up places and allocating resources to generate well-being to all its members.” * The lines of inquiry were changed from “An inquiry into people’s roles and their effect on their neighborhood” to “How the knowledge of the importance of different roles in a community helps members respect each other.”, from “An inquiry into the appropriate use of places and resources shared by the community.” to “How the appropriate use of places and resources within a community helps to keep them available to all its members.” and from “An inquiry into the physical characteristics of a neighborhood.” to “How neighborhoods can have different physical characteristics depending on their location.” in order to make them more like enduring understandings. * We should emphasise more on the importance of the role of the community members and the effects in the community when they stop being part of the community |